

**SOFTWARE**

**TEACHER'S GUIDE**

**LEARNING 100**

**READING  
STRATEGIES**  
**Comprehension  
Skills**

**EDL/ARISTA**

**Please note:** *The Warranty Registration Card in the Software Customer Support Plan following this guide must be returned immediately in order for the warranty to take effect.*


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## Instructions for Operating Your TRS-80 Disk Programs Model III

1. Turn on the computer by pressing the rocker switch located under the keyboard at the bottom right of the computer.
2. Insert the diskette into the bottom Drive (Drive O), then press the orange RESET button.
3. The computer will begin loading and will display "ENTER DATE (MM/DD/YY)?". Type the appropriate date and press ENTER.
4. The computer will then display "ENTER TIME (HH:MM:SS)?". Just press ENTER.
5. The  will be displayed, then the program will begin.
6. If you wish to stop in the middle of a program, press the orange RESET key and the program will begin again.
7. Pressing the SHIFT and the right arrow (→) simultaneously will also stop the program, and return you to the introductory remarks.

### HELPFUL HINT:

If an error is made before the ENTER key is pressed, it may be erased by pressing the left arrow (←) key. Each time this key is pressed, one character will be erased. Press as many times as necessary.



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## INTRODUCTION

This Reading Strategies Software is designed for use with the cassettes and Study Guides for the EDL Reading Strategies programs. Because each lesson disk contains a Tach-X vocabulary drill, a cloze exercise utilizing the newly introduced vocabulary, a Controlled Reading selection, and a set of comprehension questions, the software will support these Reading Strategies lessons.

Each diskette contains five lessons. Each lesson is divided into four sections. The first is a Tach-X vocabulary drill on the new words of the lesson. The second is a cloze exercise using the new vocabulary words. This cloze exercise is the same as the Word Study section in the Reading Strategies Study Guide. The third part of the software lesson is a Controlled Reading selection. In this part of the lesson, the student reads the selection using the computer rather than the Combo-8 or 35 mm Controlled Reader. The fourth part of the lesson is a Comprehension Check. For the most part, it is the same as the Comprehension Check found in the Reading Strategies Study Guide. The Reading Strategy Software Program provides vocabulary, comprehension, and reading fluency practice. The Reading Strategies cassettes and Study Guides must be used if instruction in the comprehension skill is desired.

How this program is used will vary from classroom to classroom, depending upon other materials in the classroom and the management techniques in use. One technique for classroom management would be to introduce the Reading Strategies lesson in the current manner. Then, have students work through the Word Study and Preview portions with the Study Guide and cassettes, and finally, when the students are ready to read the selection, they can review the vocabulary with the Tach-X and Word Study lessons on the diskette. This vocabulary review will prove beneficial to the students as they read the selection.

After reading the selection, the student can complete the Comprehension Check on the computer. Once the student is done with the Comprehension Check, the student can return to the cassette and Study Guide lesson and complete the comprehension skill instruction in the usual manner.

# DETERMINING READING LEVEL

Before using the Reading Strategies Software, it is necessary to determine each student's reading rate. This can be done in either of two ways.

1. If your students are currently using any of the Controlled Reading materials, the same reading rate is appropriate to the Reading Strategies Software Program.
2. If you are not using any of the Controlled Reading programs, you will need to administer a Timed Reading Check to determine each student's silent-reading rate with comprehension.

The Timed Reading Check is conducted by having each student read a selection at an appropriate readability level. During this reading, students are timed. The resulting times are used to determine each student's individual silent-reading rate. These rates, in turn, are used to provide appropriate starting rates for instrument settings. Detailed instructions are provided at the back of this guide.

## OPERATING INSTRUCTIONS

Each diskette is labeled to show which lessons it contains. Boot up the program following the steps suggested by your computer manufacturer.

You will see:

EDL  
READING STRATEGIES  
Comprehension Skills  
Tach-X and Controlled Reading Program  
(Lesson Numbers)

followed by a copyright screen.

You will then see the following frame:

Please type in your password, then  
follow it by pressing the RETURN/ENTER key.  
  
The letters you type will not show  
on the screen.

The initial password is: PASS. Type PASS and press RETURN/ENTER, and the program will go on to the Main Menu. If you make a mistake, you will see: "Wrong password, please try again." (You may change the password by selecting #7 from the Main Menu. There is a more detailed description below.)



## Program Options

The first thing you will see after the password entry is the Main Menu. Its options are described in this section.

<p style="text-align: center;">Main Menu</p> <ol style="list-style-type: none"><li>1. Start a new student</li><li>2. Start a continuing student</li><li>3. Delete a student's records</li><li>4. Display the class roll</li><li>5. Display a student's records on the screen</li><li>6. Print a student's records on paper</li><li>7. Change password</li><li>8. Stop</li></ol> <p>Choice:</p>
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**1. Start a new student** — The program will ask you to type in the name of the student you wish to start. Simply type the name and press RETURN/ENTER. The program will go on to let you select the lesson number, then proceed to the Subject Menu. In case of duplicate names you will see: "There is already a student by that name in the files. Please enter a slightly different name."

**2. Start a continuing student** — The program will go to the class roll. You will be asked to enter the number of the student you wish to start. After telling you which lessons the student has done and allowing you to select the new lesson number, the program will go on to the Subject Menu. Pressing E will allow you to return to the Main Menu.

**3. Delete a student's records** — Use this option when a student has completed all the lessons on one disk and you have recorded or printed the data. The program will show the class roll and ask you to enter the number of the student you want to delete, or an E to return to the Main Menu. After you type a number, the program will double check to be sure you want to delete that student's records (type Y or N). If you answer yes, the records will be deleted and the class roll will be renumbered accordingly. The program will return to the Main Menu.

**4. Display the class roll** — This allows you to see the names of students who have previously entered the program. It simply lists the names. Press RETURN/ENTER to return to the Main Menu. The program will record data for 20 students. If 20 students already exist on file, one will have to be deleted before another one can be added.

**5. Display a student's records on the screen** — When you select this option, you will see the class roll and be asked to enter the number of the student whose records you want to see, or an E to return to the Main Menu. The record will appear as shown below:

Name: _____				
Lesson Number	Tach-X Speed (sec)	Word Study (%)	Reading Speed (WPM)	Comp. Check (%)
1				
2				
3	0.10	50		
4				
5				
Press RETURN/ENTER to go back to the Main Menu.				

**6. Print a student's records on paper — You will see:**

"Please make sure the printer is hooked up and turned on. Also, if there is an 'on-line' indication, please make sure that the printer is 'on-line!'"

**If there is no printer and you proceed as if there were, the computer will lock up and you will need to reboot the disk.** If the printer is connected, the program will display the class roll and ask you to enter the number of the student whose records you would like printed, or an E to return to the Main Menu. The printout will match the screen display shown above.

**7. Change password —** The original password is PASS. To change it, select #7 on the Main Menu. You will see:

<p style="text-align: center;">Password Change</p> <p>Please type your old password, then follow it by pressing the RETURN/ENTER key.</p> <p>_____</p>
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If the word typed matches the password you will see:

<p>Please type your new password, then follow it by pressing the RETURN/ENTER key. Maximum length for the password is eight characters.</p> <p>_____</p>
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If the word typed doesn't match the password, the program will say so and ask you to type it again.

**8. Stop —** When #8 is pressed, the program will simply stop.

# PROGRAM SECTIONS

Once the student's name has been entered, or a continuing student has been started, the program will advance to the following Subject Menu:

## Subject Menu

1. Do Tach-X section
2. Do Word Study section
3. Do Controlled Reading section
4. Do Comprehension Check section
5. Return to Main Menu

Choice:

You may type E to exit back to this menu whenever you are prompted to press RETURN/ENTER to continue.

We anticipate that most students will start with the Tach-X section and go straight through. However, the sections can be done in any order. Following each section, the student is given a choice of going on to the next section or returning to the Subject Menu. For example, following the Tach-X section, the student can choose to go on to the Word Study or to the Subject Menu. If a student wishes to quit a section before the end, the Subject Menu can be retrieved by pressing E when the program says, "Press RETURN/ENTER to continue."

**1. Tach-X** — In this section, vocabulary words are flashed on the screen for 0.5, 0.25, 0.1 or .01 seconds. The student selects the initial speed. The student can see a word flash again, or as many times as desired, by pressing the space bar. The student then types the word and the program compares the typed word to the actual word. The student sees both words together on the screen. The student then presses F to see the next word faster, S to see it slower, or RETURN/ENTER to see it at the same speed. The program records the final speed selected.

**2. Word Study** — In this section, vocabulary words are presented in groups of 2 to 5 words. Each word appears with its definition. A short paragraph containing numbered blanks is on the same screen. The student types the letter of the word that goes in the blank. **Caution students to use care in this section. Once they have typed a letter, it cannot be erased.** When all selections in the group have been entered, the program tells the student whether the choices were correct or not and places the correct words in the blanks. The program records the results when the Word Study is completed.

**3. Controlled Reading** — In this section, the student reads the story. The speed can be set from 50 to 600 words per minute (wpm), in 25 wpm increments. If the student has read a previous story and completed the Comprehension Check, the program will suggest a speed. (If the student had below 60% correct, it will suggest a speed 25 wpm slower, if over 80% correct, 25 wpm faster than the previous rate.)

After the speed is set, the screen format can be selected. There are four possible choices:

- a. window moving across each line with each line appearing at the same height on the screen;
- b. window moving across each line with each line appearing below the previous line;
- c. each whole line appearing at the same height on the screen; and
- d. each whole line appearing below the previous line.

We suggest you try all four formats so you can recommend the one you prefer for each student. You can escape from the Controlled Reading selection at any time by typing an asterisk (\*). The program then goes to a Stop Point Menu that allows the user to: 1) restart the reading at the same speed; 2) restart after the speed has been changed; or 3) return to the Subject Menu. The program records the reading speed after the entire selection is read.

4. **Comprehension Check** — In this section, the student is asked a series of questions about the Controlled Reading selection. The questions have a multiple-choice format. The student types the letter or letters of the correct answer and is given immediate feedback. The program records the percent correct. If fewer than 60% are correct, the program will recommend that the Controlled Reading section be 25 wpm slower. If more than 80% are correct, it will recommend that it be 25 wpm faster.

## **USING READING STRATEGIES SOFTWARE WITH CAMP™**

At the present time, the management system in the Reading Strategies Software Program will not interface with CAMP, EDL's Instructional Management System. Therefore, if you are using both programs, the following steps should be followed:

1. Administer the Reading Strategies CRT at the appropriate level and score using CAMP.
2. CAMP will deliver a prescription for one of the Reading Strategies lessons. You can then use the Reading Strategies Software Program as described in this guide for students who need work on the comprehension objectives.
3. After each student has finished the necessary lessons, print out the Progress Report and transfer the relevant information into CAMP using the Teacher Recommendation or Teacher Judgment functions. Retain the Reading Strategies Progress Report for the student's permanent record.

# TIMED READING CHECK

Students on this level:	Should read this selection:	EDL Order Numbers:
AA	RA Inventory Selection	319038-1
BA	GO AA-20	319421-1
CA	GO BA-22	319422-0
DA	GO CA-16	319423-9
EA	Reading Efficiency Check DA-1	319254-6
FA	Reading Efficiency Check EA-1	319255-4

## Teacher Preparation

### Printed Materials

Copies of the RA Inventory Reading Selection for students reading on AA level (this is found in the Appendix of the Entry Level Guide Examiner's Manual)

GO Books at appropriate levels for students reading at BA, CA, and DA levels

Reading Efficiency Checks at appropriate levels for students reading at EA and FA levels

Additional GO Books at DA and EA levels

Slips of paper and paper clips

A blank piece of paper for each student

A piece of lined paper to serve as a Reading Rate Chart

### Equipment and AV Materials

Stopwatch or wristwatch with second hand

### Things to Do

1. Prepare a Reading Rate Chart this way: List students' names in alphabetical order and create five vertical columns as shown below.

Reading Rate Chart					
Student Names	Entry Level	Comp. Score	Silent Reading Rate	Starting Rate for Conv. Reading	Starting Rate for Processing Training

2. Identify the selection to be read by each student, using the chart provided in the Introduction to Day 7. Clip to the book a slip bearing the student's name and the selection to be read.
3. Write on chalkboard:  
Timed Reading Check
  1. Read the story
  2. Record your reading time
  3. Answer the comprehension questions
  4. Turn in your paper
  5. Choose a story for pleasure reading and read it

## **1. Explain the purpose of the Timed Reading Check**

Tell students that you will ask them to read a selection silently and that you will time their reading as they do so. They will answer questions on the story. They should read the selection as they normally do when asked to read for comprehension. In other words, they should not hurry, but should read so that they can answer questions.

The purpose of this procedure is to find each student's reading rate. This rate will be used to set the speed dial of the Controlled Reader so that each student will be reading at a comfortable rate that will allow good comprehension.

## **2. Administer the Timed Reading Check**

- a. Give each student the reading selection bearing his/her name and a blank piece of paper.
- b. Give students who have been given Reading Efficiency Checks DA and EA a copy of the GO Book at the same level (i.e., a student who was given Reading Efficiency Check EA should be given GO Book EA). Tell them to put the GO Book aside for later use.
- c. Now call students' attention to the book with the slip clipped to the front. Ask each student to turn to the selection indicated. Tell them to read the title (and the "lead in" in the case of the GO Books). They should then close their books with a finger at the place.
- d. Give these directions:  
"When I say 'go,' open your book to the reading selection. Read it silently to yourself. When you finish, look at the chalkboard and copy the number you see. We'll figure out later what your actual rate is by using this number. Then go on and answer the comprehension questions at the back of the book. (Make sure students know how to find the comprehension questions.) Write your answers on the sheet of paper I gave you. Bring me your answer sheet when you are finished. Then find a story in the GO Book that looks interesting and read it."  
"If you forget what to do, look at the five steps listed on the chalkboard."
- e. Start the stopwatch and say "go." (If you are using a wristwatch, set it at twelve o'clock.)

After fifteen seconds, write the time on the chalkboard. For example: 15, 30, 45, 1:00, 1:15, 1:30, etc. After each fifteen-second interval, draw a line through the time and add the new time. Continue until all students have completed reading the selection and have begun answering the questions.

NOTE: If you have fewer than six students to test, it is easier not to write the times on the chalkboard. Instead, simply tell students to raise their hands when they have finished reading.

When each student has finished, refer to your stopwatch and tell him/her the completion time. Tell them: "This is to be recorded on your paper. Now answer the questions at the back of the book. Bring me your answer sheet when you are finished."

- f. As students bring you their answer sheets, make sure they have answered the comprehension questions.

### 3. Score and interpret the results of the Timed Reading Check

**Note:** This step should be completed before students have their first Controlled Reading and Processing Training sessions.

- a. Check students' answers to the comprehension questions against the answer keys. For the rates to be considered valid, student comprehension should be no less than 70 percent. Ideally, students scoring less than 70 percent should be retested. Practically, however, it is easier to consider the poor comprehension when evaluating their reading rates.

Enter the comprehension scores on the Reading Rate Chart.

- b. Use the chart below to determine a silent reading rate for each student. Find the student's actual reading time in the left-hand column. Then run your finger across to the column for the reading selection read by that student. For example, if a student took six minutes to read the GO AA-20 selection, the silent reading rate would be 108 words per minute.

Chart for Determining Silent Reading Rates						
Actual Reading Time in Minutes	Reading Rates in Words per Minute					Efficiency Check EA-1
	RA Inventory Selection	GO AA-20	GO BA-22	GO CA-16	Efficiency Check DA-1	
9:00	28	72	85	92	88	95
8:45	29	74	88	95	91	97
8:30	30	76	90	97	94	101
8:15	31	79	93	100	97	103
8:00	32	81	96	103	100	107
7:45	33	84	99	107	103	110
7:30	34	87	102	110	106	114
7:15	35	90	106	114	110	117
7:00	36	93	110	118	114	122
6:45	38	96	114	123	118	126
6:30	39	100	118	127	122	132
6:15	41	104	123	132	128	136
6:00	42	108	128	138	133	143
5:45	44	113	133	144	139	148
5:30	46	118	139	150	145	156
5:15	48	124	146	158	152	162
5:00	51	130	153	166	159	172
4:45	53	137	161	176	168	179
4:30	56	145	170	184	177	191
4:15	60	153	180	195	188	200
4:00	64	163	192	207	199	215
3:45	68	174	205	221	213	227
3:30	73	186	219	237	227	245
3:15	78	200	236	255	246	261
3:00	85	217	256	276	267	283

- c. Use the chart below to determine a starting rate for Controlled Reading for each student. Add these figures to the Reading Rate Chart.

Chart for Determining Controlled Reading Rate	
If students are reading silently at this rate:	The Controlled Reader should be at this rate in wpm:
60	75
80	
80	100
110	
135	150
160	
160	175
185	
185	200
210	
210	225
235	
235	250
260	
260	275
285	
285	300
310	
310 or above	20 wpm over reading rate





Information about this and other software programs from EDL  
can be obtained by writing:

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